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Can you cite any cases in your school where scholarship has been raised by the emulation of fraternity or sorority life?

5. Do these organizations influence the social life of the school? Do they cause greater discrimination than ordinary school friendships? Do they affect class organizations or the organization of school dramatic, athletic, literary, and musical clubs?

6. Do you feel their influence in the discipline of the school?

7. Are the members of these fraternities and sororities pupils who are leaders in the social life of the school or district in which the school is situated?

8. Is there apparent a feeling of distrust and jealousy on the part of those not invited to join these fraternities or sororities?

9. If there is neither fraternity nor sorority in your school, are there club organizations of a social character without the secrecy of the fraternity? How are they managed? Are they under the supervision of the faculty? What are their tendencies?

10. What is the membership of your school? (Boys)... (Girls)... What is the aggregate membership of the fraternities or sororities? (Boys)... (Girls)...

11. Can you give the committee an idea of the expenses of the organization to the pupil for maintenance, banquets, conventions, etc.?

12. What course would you advise?

a) The abolition of these organizations in secondary schools?

b) Their continuance under faculty supervision?

c) Or their continuance as outside organizations not under school jurisdiction?

Are your objections the same for the organizations of girls as for organizations of boys?

The committee will welcome any suggestion as to matter of investigation or mode of procedure.

Present and concurring: Associate Professor Shepardson, the University of Chicago; Professor T. C. Burgess, Bradley Polytechnic Institute; Principal J. E. Armstrong, Englewood High School; and the chairman.

Absent: Principal B. U. Rannells, Cleveland (East) High School.

For the committee,

SPENCER R. SMITH.

SOUTH DIVISION HIGH SCHOOL,
Chicago.

STUDENT ADVISERS AS AN ADMINISTRATIVE DEVICE IN HIGH SCHOOLS.

SUPERINTENDENT M. A. WHITNEY,
Elgin.

The interpretation which I have made of the question assigned for discussion at this time is that of advisers for the students selected from among the teaching force of the high school, following somewhat the plan in vogue in many colleges. I shall speak briefly of the working of such a plan and

of the need of some arrangement of the kind in a large high school.

The plan I have in mind differs somewhat from the plan of special advisers for students in colleges, especially with reference to the work which the special adviser is to do, for the reason that the college deals with young men and young women, while the high school deals with boys and girls who are developing into young men and young women. Briefly, the plans I have in mind, and some of the work to be done, are somewhat as follows: a school of five hundred pupils, more or less, divided among twenty teachers; to each teacher are assigned twenty-five pupils, over whom she is to have a care. The objects of this arrangement are (1) to get into closer touch with a smaller number of pupils than it is possible for one teacher with larger numbers; (2) to influence these pupils both in respect to their own individual interests and with respect to the interests of the school. The success of the plan depends, of course, upon the skill of the teacher and the interest she takes in it.

A few of the things which the teacher is expected to do and care for in detail may be enumerated as follows: the health of the pupils; the amount of work they are doing, and of overwork; to suggest to the principal any desirable rearrangement of studies; to call on the pupils in case of illness, and manifest an interest in their welfare; to look after the reason for absence and failure, possibly in a more helpful and sympathetic way than is likely in the case of those who have the responsibility for greater numbers; to encourage pupils in every way to remain in school, and to remove as far as possible any obstacles in the way of their success; to secure an acquaintance with home conditions, on which school work so much depends, and an acquaintance with parents, on which the pupils' attitude toward the school so much depends. Nearly all the cases of serious trouble between teachers and pupils that I have known have been cases where the teachers were unacquainted with the parents.

Teachers can secure helpful information in regard to a small group of pupils, and use such information to the advantage of the pupils and other teachers by reporting to the latter such facts

as will assist them in better understanding the pupils. The teacher with the smaller number, with whom she is personally acquainted, strives by friendly advice to guide in out-of-school interests.

The need of such a device will be apparent to anyone acquainted with the conditions in the grades and in the high school. In the grades the children are under one, or at most two, teachers. These teachers are in close touch, by long personal acquaintance in many cases, with the parents and home conditions. In the grades the child is the important consideration. In the high school the teacher sees the pupil only once a day in the class-room, and then he is hurried away to another teacher. Each teacher is unfortunately a specialist, and often the child is of minor importance, while her specialty is exalted. In too many of our schools specialization has been carried so far that it has actually become what Hamilton W. Mabie calls "an organized tyranny through the curiously perverted view of life which it has developed in some minds."

Pupils on entering the high school, owing to the changed conditions, are apt to feel that their teachers lack interest in them, and soon they lose interest in their work. Many instances might be given where teachers have been able to influence pupils by showing an interest in their welfare. Pupils and parents often care more than we think for little attentions.

Another advantage of the plan is that it utilizes in this special way teachers who are not assigned to session-room work, and whose influence is often most valuable. The plan is not intended to interfere with, or usurp, any of the powers of the high-school principal, but to assist him and supplement the work which he does.

Some of the opinions of teachers in regard to the value and possibilities of the device may be of value: "In a few minutes' informal conversation with pupils outside of the class-room we can often learn more than we should otherwise learn in months. We are more likely to make opportunities for such conversation with pupils over whom we have a special care than we are if there is no such oversight." "Pupils appreciate having us con-

verse with them in a general way about all their work and their plans." "Pupils ought to feel that the work of other departments is as important as the work of our department, and every wise teacher will strive to impress this upon them." "Teachers can thus view the whole work of the pupils, and not one particular study, and often give valuable suggestions." "We can better study home conditions." "We can get closer to the pupils." We must not forget in our struggle for intellectuality that human beings long for sympathy. The teacher who trains only intellectually comes far short of educating. Cold-blooded intellectuality does not build character very fast. Young people need the sympathetic personal contact of a teacher. By bringing him into close sympathetic relations with a noble character, his ideals of nobility will become more real, and his character will grow and develop.

The same topic from another standpoint was discussed by Principal Louis J. Block, of the John Marshall High School:

We have had a Students' Council in the John Marshall High School. It was composed of teachers and members elected by the various classes. It had nothing to do with the maintenance of order or the management of the school. It discussed the interests of football, the student publications, the giving of public entertainments, and the best ways of expending such funds as accrued from time to time. I think that, on the whole, it has worked very well. It has displayed considerable wisdom in transacting such business as came before it; it has presented the school to the student from a new point of view; it has given him a sense of ownership which has led to a deepened responsibility; it has given him a gratification in being honored by an election to a sort of governing body. We have also had committees in charge of rooms, which have successfully done some of the work ordinarily undertaken by the teacher. These slight attempts in the direction of the so-called self-governing system are all the actual experience I have to bring to the discussion of this subject, but they have all tended to give a favorable view of the larger achievements of others.

The student being self-directive is to bring his self-direction into play in his relations with the school. We are in the age of democracy, and the spirit of the democratic movement is to manifest itself in the arrangement of the school. The student developing into maturity should early show those characteristics which belong to his full possession of himself. The military idea is repugnant to the institutions under which we live. The free man, self-governing, self-controlled, is the purpose of our endeavors, and the

youth should find in his environment the adequate reflection of what he is to become. He can learn to swim only by going into the water, and he can learn to be a free man only by being put into the enjoyment of his freedom.

Then again he is to become aware of what it is to be a citizen of the great republic. He is to become acquainted formally with the methods of citizenship, and eventually with the significance of the high state that awaits him. He is to learn that he lives not to himself alone, but that he is a part of a social body that calls for his best allegiance, and participation in whose career gives him the best that he can possibly attain. Everything that makes for good citizenship should be confirmed into habit as early and as strongly as may be, and he should come from the school with the consciousness of his obligation to the community already developed within him. He should recognize himself, not only as having an individual, but also as having a social life.

Again, there will grow out of participation in the school government an increased pride in the institution to which the student belongs, and a corresponding success in the work which he is doing. The effects upon scholarship are decided and encouraging. The discovery that the school is nothing foreign to him, but rather his best self operating on a larger scale, and doing in a wide way what he most wishes to do, stimulates the student in all directions. He learns to care for others; the assurance of his own rights makes him willing to assure the rights of all; and whatever transpires within his sphere he feels related to himself, and it becomes a matter of interest and responsibility to him. He sees with clearness the consequences of capricious and wayward conduct, the setting up of an individual as opposed to a social standard; and he emerges rapidly into his real manhood.

And again, a great burden is lifted from the teacher. The chaotic mass which confronted him, and which it is his business to mold with tact and energy into right and permanent forms, has taken a large share of the hardest work into its own hands, and proceeds to do that work in a better way than he can do it. It is now his business to watch and assist, and give the new impulses freedom and fair play. The way is cleared for adequate and uninterrupted instruction. In fact, the hard task of preparing the soil, of removing obstructions, of doing the deep plowing, has been lightly accomplished, and the rich soil is ready for the seed whence is to come the abundant harvest.

It must be conceded, I think, that, if all these fine results can be attained, the new system has considerable to say for itself. It is also reported that it has won many adherents, has spread far and wide, and made converts and conquests everywhere.

It would be interesting to get information from those who have been testing the self-governing plans. For this the present writer has had neither the time nor the facilities. The plan is, of course, not a wholly new one.

The plan has assumed varying forms. It has in some cases divided students into citizens and non-citizens, the latter being those who are unwilling to assume the responsibilities presented to them. These latter remain under

the direct control of the teacher, and might be the source, one would suppose, of many difficulties. In some cases an elaborate form of government has been introduced, modeled upon the government of our municipalities. There has been a great multiplication of officers, whose duties and functions in a school are not aggressively apparent. There has been a complicated machinery of elections which must in their actual pursuance take up a good deal of time and attention and forethought. Whether this would lead into a premature acquaintance with processes familiar enough in the great world, but hardly desirable in the small world of the school, is a question. Would the political tyrant, playing sad havoc with the democracy, make his appearance? Is there any danger of achieving a state of affairs which would require a Hull House, a Civic Federation, and a Municipal Voters' League to counteract its insolently dominating influences? One of the conspicuous high schools of this city has tried the plan and worked it out successfully. There will, in all probability, be many further developments of the idea, new experiments, and new applications. There is something singularly alluring about the spectacle of a large body of young people displaying the wisdom to manage their own concerns, to curb their vehement desires, to obey the call of the right. It is certainly something hopeful and inspiring to find them sufficiently in earnest to be trusted with their higher interests to the exclusion of those incitements which are ordinarily supposed to be too strong to be resisted without a long and a severe struggle.

Meanwhile one hears of less reassuring circumstances. In some cases the schools adopting the scheme have dropped it after a trial of considerable length, and the question recurs whether it is, after all, the best way of resolving the difficulties which it seeks to surmount. Is the practice of surveillance less disagreeable when managed by students than when undertaken by instructors? Moreover, we find institutions in which there is no visible government at all, and they seem to live and move with satisfactory ease and comfort. On the one side of the school is the home, with its perfect freedom and its willing participation of each in the work of all. How far can this spirit of easy and happy co-operation be carried into the broader activities of the houses of learning? Certainly in many ways a well-regulated school approximates more nearly in form and life to a well-regulated home than it does to a well-regulated state. The school perhaps has in reality an organization of its own, which it is the business of the educator to discover and apply. To impose upon it the complex machinery of the state seems a little like finding a certain form of government the very best, and then enforcing it upon the victim whether it fits or not. There may be such a danger as thrusting upon an unprepared constituency a splendor of democracy for which their stage of culture does not call with any convincing appeal. As we have already done this in the state political, are we ready to do this to the same rather alarming extent in the state pedagogical? Moreover, are we always sure that the end sought is attained? Does the so-called self-

governing system really always govern itself, or is the teacher in the background ever on the point of emerging into the full glare of publicity when the frequent occasion somewhat loudly demands? The school undoubtedly has a character of its own, an organization which is the genuine expression of its life, and in which the activities of its various functionaries, pupils, and teachers, are duly unified. We are on the road to serious error if we give it a form which is alien to it, and which impedes the movements of its limbs, and so makes it less able to accomplish what is expected of it.

Then again, confusion may arise from the double government; for, after all, the teacher cannot be kept totally in abeyance, and his wisdom must be called upon in all sorts of emergencies. In a laudatory account of a distinguished experiment in self-government, the observer notes that the teacher sent from the room a youth whose presence did not add to the elucidation of the subject under discussion. When inquiry was made why this should be necessary, or why the student-officer did not take the duty upon himself, the reply was made that the teachers controlled the rooms, but that the students were masters of the rest of the building. It would seem that this might lead to a commingling of church and state that would be as little conducive to healthful growth and activity as some sections of the gorgeous pageantry of history where the two have played their sanguinary parts.

Then government has two functions—the negative one of repression, and the positive one of development. There is the whole vast enginery by which society protects itself from the inroads of its own members upon its substance and life. The unmasking of hidden evils and the bringing to justice of offenders is a call imperative indeed, but in no wise agreeable. The helmeted upholder of the peace is idealized only with difficulty, and to throw this business upon students is a questionable proceeding, when we consider all that it implies. It is said that one difficulty of the scheme is that after a while it becomes less and less easy to find persons willing to take upon themselves the task of the detective and the executioner, and one can readily understand why this should be. However right it may be to give testimony on occasions against one's fellows, yet no one who has had to do it fails to realize what a mental and moral struggle it often involves. There seems to be no good reason why young people should be subjected to greater pressure in these directions than their elders are. Also the division of the students into citizens and non-citizens, as they participate or not in the plan, seems a peculiarly unfortunate device. The segregation of the sheep from the goats may more appropriately be left to that remote period when things as we now know them have ceased to be a part of the environing landscape.

Much rather it appears that we ought to call the student into co-operation with the positive function of government. I should prefer to ask him to hear a recitation which he has carefully prepared, or invite him to a discussion of ways and means for increasing the efficiency of the school. Now, I do not wish to be understood as opposing the movement, if there be such a move-

ment, of self-government in schools. Every school ought to be self-governing in the high sense that all its members are allegiant to the ideal which the school expresses. There must also be organization to bring this about, but it should be organization consonant to the nature of the school, and not forced upon it from something excellent without. The school should be an ideal community in which all are free, in which all co-operate, in which all recognize the excellent as their leader, in whose organization all have their equal share, and in which all the machinery of government has vanished in a genuine and solid unanimity of purpose.

THE PRELIMINARY EDUCATION WHICH SHOULD BE COMPLETED BY THE STUDENT WHO CONTEM- PLATES ENTERING A PROFESSIONAL SCHOOL.

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This subject relates to the preliminary education which should be completed by every person today who contemplates entering a professional school to prepare for the practice of a profession, especially that of medicine or law. It is of great importance, because it involves the future standing of these professions in this country, and the welfare of a large number of young men who are to enter them. It is desirable that the members of this association should be acquainted with the facts, because they, more than other persons, come into contact with young men and women of high-school age, at which time in many, if not in most cases, these young people decide upon their future vocations. The present time is opportune, because the conditions obtaining in the practice of medicine and of law have only recently become such as to warrant the uniform exaction of a much higher requirement than would heretofore have been reasonable or possible. As I am more directly interested in the department of medicine, and as Professor Hall is to say something in reference to preparation for the study of law, I shall confine what I have to say entirely to the question of a preparatory education for medical work.

I would emphasize first that the subject proposed for discussion is not that of the *ideal* preparation for the study of medicine, but the minimum education with which any man can afford